



The James Young High School - 'Our Impact' June 2022

Our Improvement Update Newsletter is to keep you up to date with all aspects of school improvement in a manageable way - as well as answering the 'so what' question - why are we implementing change and what impact is it having on our pupils?

As always we encourage all members of our school community to lead improvement so please come and chat about any ideas you wish to take forward or become involved in. These continue to be exciting times for our school.

'Our community has a shared understanding of our school's strengths and improvement needs'
HGIOS4 Q1 1.1

Impact

CLPL: Focus on Learning, Teaching and Assessment



PLC and collaborative classroom research

For the past year, all teachers in the JYHS have been working collaboratively to improve learning and teaching in our classrooms, focusing on the idea of developing the "Successful Learner". We began by producing literature reviews of aspects of successful learning, and then planned and engaged in research activities to help us understand and make improvements to our practice.

Finally, we shared our learning by producing academic posters that summarise the process, findings and recommendations of our research. We evaluated this year's PLC activities in terms of their impact, meaningfulness and manageability and consulted staff on next steps. The main messages and resulting actions are as follows:

- There was broad agreement that these activities were meaningful and valuable to our professional and institutional improvement and that they had an impact on our practice and the experience of our children and young people. The overwhelming majority of staff believed that our PLC activities were engaging, well-planned and manageable.
- The timing and frequency of meetings were identified as an issue. Some staff commented that meetings were too far apart and made collaboration and focus difficult. To address this issue, in 2022/23 we have planned shorter and more frequent meetings to help us maintain the momentum and continuity of our collaborative activities. Furthermore, to ensure that all staff can participate, we have also planned some mid-week short meetings - in addition to our usual Friday slots.
- To keep the process of collaborative research manageable, we have doubled the allocation of collaboration time in our WTA (from 2.5 to 5 hours) and kept the overall meeting time constant at 6 hours for the whole year. In addition, time on in-service days will be protected as collaboration time.
- In 2022/23, we will continue working on our "Successful Learner" themes in our research hubs. The focus will now be on individual teacher research and development, on embedded

change, and on understanding its impact on pupils. The process will give more ownership of the process to individual members - with hubs offering a support network for collaborative reflection, learning and problem-solving.

PEDAGOGY PORTAL

A reminder that our pedagogy portal contains hundreds of links to pedagogical readings, resources and videos – and can help if you're looking for a starting point into a wide variety of educational issues. The Portal is organised in three sections: PLC, Open Classrooms (with videos of practice) and Professional Learning (our online library of links to videos, websites, blogs and documents). [You'll find the portal here.](#)

We should all now be using CPD Manager to identify courses to meet our individual CLPL needs.

Continue to reflect on your internal and external CLPL activities using: <https://bit.ly/2Cyg3ky>

This helps us as a school evaluate the impact of career long professional learning in QI 1.2.





Targeted Literacy and Numeracy Interventions



Numeracy Intervention

In terms of Numeracy Intervention this year, we have now undertaken the first half of a two-year program in corrective mathematics. All students in the program showed positive progress between the baseline test and end of year test.

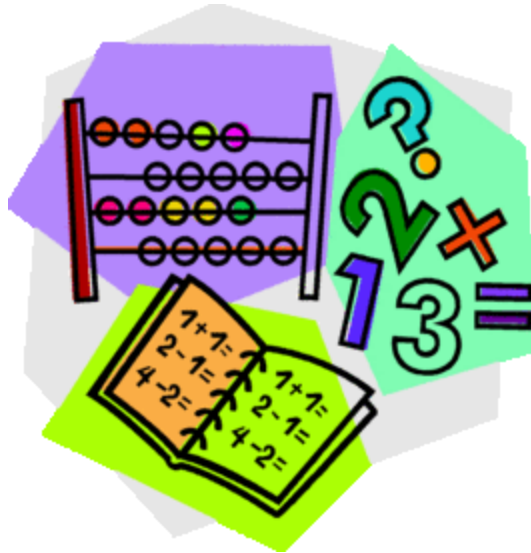
A survey was conducted with the class with almost all agreeing that they had made significant progress, overcoming difficulties not mastered in primary i.e. borrow in subtraction sums for the first time. The teachers delivering the program (GK and BW) are positive about the impact, with practices learned being incorporated into our general teaching of other classes, reflecting on clarity of language, scaffolding, choral response, interleaving and interweaving of topics.

The second-year program involves, division, fractions, decimals, percentages and equations. The aim being the progress made will result in students having significantly caught up with their peers and can be rated at level 3 numeracy by the end of s2.



<https://sway.office.com/dOmE1Z8z8PlegJw#content=1y5JYjBuj7527G>





Developing our James Young Workforce - Preparing Pupils for Positive, Sustained and Aspirational Destinations



DYW Updates

Following feedback from ELT we rebooted our DYW Plan:

- launching our DYW Classroom Mantra - our minimum expectations as to what we expect to see in classrooms regularly

Engage young people in meaningful discussions about their skills

Have an awareness of the labour market and support young people's understanding of this through your subject

Encourage diverse thinking about broader career options

Work Placements Virtual & Word Based Learning

Despite restrictions on face to face placements we have had a number of pupils experiencing a wide variety of opportunities:

- **Virtual Placements & Face to Face Placements:** In 2022-2023 we hope our work placement programme can ramp up again - however this term we have had pupils undertaking a variety of placements in Beattie Campus, East Calder Primary School, Braid House, BAM Construction, Murieston Nursery, Bridgend Primary School.
- **Career Ready:** Our 4 Career Ready students will be undertaking their Internships in their mentors business for 3-4 week duration into the summer holidays. Beth McGregor with Scottish Enterprise, Mark McColl with Spring Solutions, Rhiannon Saunders with West Lothian Council and Samantha Muir with Diageo. We wish them well. CMT will visit each pupil and attend their final week during the holidays where they will give a presentation giving an overview of their experience.
- **Work Based Learning Opportunities:** the range on offer continues to strengthen - opportunities have included pupils attending Strathclyde University Space School, Medical Research Scotland Academy, Recipharm - Engineering with Medicine seminar, 2 pupils attending a work place visit at John Bean Technologies Livingston who are interested in MAs and the RAF delivering a MA seminar in house to 11 pupils. Thank you to all who have utilised the DYW Live Resources to bring context to our curriculum and widen pupil horizons.



i-amSkilled S3- *iamSkilled is part of our ijourney pathway with a focus on employability at the end of the BGE. Activities include a careers research project, an interview with a person they do not know, CV creation and a skills focus utilising Didbook. In 2021-2022 pupils evaluated the impact of the programme as follows:*

- 81% of S3 pupils surveyed said they understand their strengths well
- 52% of pupils agreed iamskilled had helped them become more confident in accessing advice regarding careers
- 68% agreed iamskilled had helped them become more aware of a range of careers
- 56% agreed iamskilled had increased their confidence in setting their own budget
- 54% agreed iamskilled had helped them become clearer about the impact of their online presence

- 78% agreed iamskilled had helped them become clearer about how to create a CV
- 74% agreed iamskilled had helped them become clearer on how to have an effective interview
- Generally 67% agreed iamskilled had helped them become more aware of the world of work

P7 DYW event - *thank you to everyone who created innovative career pathway linked workshops for our P7 pupils on 27 May. The buzz around the school that day was tangible. Of the pupils who have completed their evaluation the following impact has been shown:*

- 91% agreed the event has helped them to explore career paths they hadn't considered before
- 93% agreed the event helped them to consider their own skills and strengths
- 95% agreed they felt confident that there are a huge number of careers out there for them - some they may not even have heard of yet
- 95% agreed they recognise the skills they need for the world of work
- 87% agreed they know where to find information about jobs and careers
- 96% agreed this event had helped their JYHS transition

A huge hit with pupils and absolutely exemplifying all aspects of our DYW Classroom Mantra. We leave you with one comment from a pupil as to how we can improve for next year:

'being able to do more than 3 workshops because it was amazing doing 3 so I wish we did more!'



A reminder - follow us **@JYHSOppHub** to allow you to hear about the fantastic opportunities above - which will allow you to spread the word and help target key pupils in your own subject areas who would benefit.

Raising Attainment and Achievement for All



Easter School Impact

Thank you to everyone who offered such an extensive supported study programme for our pupils during Easter.

Key attendance data analysis includes:

- We had 323 instances where pupils attended in Week 1 - 37 from SIMD 1-3 and 69 instances where pupils have ASN
- We had 369 instances where pupils attended in Week 2 - 52 from SIMD 1-3 and 103 instances where pupils have ASN
- Overall 22% of students from SIMD 1-3 in S4 attended 1 or more session; 55% from S5 and 37% from S6

First Aid

During 21_22 there have been 209 pupils who have successfully passed SCQF Level 6 Emergency First Aid at Work

The means the overall position for our Senior Phase is:

S4 - 166 out of 205 pupils (81%) have a First Aid qualification

S5 - 150 out of 161 pupils (93%) have a First Aid qualification

S6 - 108 out of 117 pupils (92%) have a First Aid qualification

Leadership Award SCQF Level 6

51 S5 pupils passed SCQF Level 6 Leadership in 21_22 (There could be more during the last week of term)

Personal Development Award SCQF Level 6

54 S5 pupils passed SCQF Level 6 Leadership in 21_22 (There could be more during the last week of term)

Wellbeing Award SCQF Level 5

97 S4 pupils passed SCQF Level 5 Wellbeing in 21_22 (There could be more during the last week of term)

A reminder you will find a summary of all the key data surrounding our progress in the 4 National Improvement Priority Areas in the Management Corridor Whiteboard including



A Focus on Digital



Please find a summary of our Digital Impact in 2021-2022:

<https://sway.office.com/VbY5fjlrz28k5BQx>

PEF Interventions



Some key interventions this term to date include:

Attendance

There has been a PEF attendance intervention running to boost the attendance of SIMD Quintile 1 pupils in BGE throughout 21_22. This will be a continuing process in 22_23 and there will be an additional member of staff in a dedicated role, Family Link Worker - Attendance, to support this.

Staffing

PEF funding has been used to provide enhanced staffing for development work and supporting specific groups of pupils.

Trips

There has been PEF funds used to facilitate pupil participation in the small number of trips that have run in May and June. Going forward there will be PEF money available to support SIMD Quintile 1 pupils and pupils entitled to Free School Meals participate in school trips.

Strategic Policy



ELT have been busy reviewing policies with more to come over the coming session. Also watch out for our succinct A-Z of JYHS Strategies coming early next session. Areas which have been reviewed to support our clear and consistent communication are:

- Our Homework
- BGE BGE Moderation
- iaspire Strategic Plan
- Staff Induction Procedure
- Enrolment Procedures
- i-SuCEed - DYW Evolving Vision

All up to date policies are held in Records Management - Shared Resources -School Policies

Ongoing Curriculum Evaluation



As part of our PTC meetings during this session we continued to evaluate our curriculum using the Curriculum for Excellence Refresh to guide our discussion as well as the OECD Reports. It has already highlighted key areas we wish to address in our successful delivery of the 4 capacities.

Curriculum Reboot

- **Free Choice Introduction Senior Phase**

The introduction of a free choice model in senior phase allowed 98.62% of all our new S4 first choices to be met; with 94.26% being met for S5 & S6. This contrasts to a 55% satisfaction rate when we undertook some baseline research with S3 in October 2021 using our established course choice form.

- **Curriculum Collaboration**

The benefits for pupils in engaging in contextualised learning where links are made to other subject disciplines is clear. To help us foster our collaborative spirit - all departments will allocate 4 hours of DM time to work with other subject areas. This is in addition to 5 hours from the Curriculum Development pot in our WTA as well as protected time on our INSET days. SLT are excited to hear all about the progress and impact on pupils through a check in opportunity in December followed by subject presentations in May.

- **Cedarbank**

The benefits of an exciting new partnership with Cedarbank have already come to fruition. Several of our pupils are accessing life skills and outdoor learning courses via Cedarbank whilst Cedarbank pupils are accessing main stream opportunities in National PE, Higher Administration & IT, Travel & Tourism and National History. In addition the CDT team are teaching BGE classes in Cedarbank itself as well as a Senior Phase class where Cedarbank pupils join us in JYHS. We hold a great deal of hope as to how this partnership will mutually benefit both sets of pupils moving forward as it develops and grows.

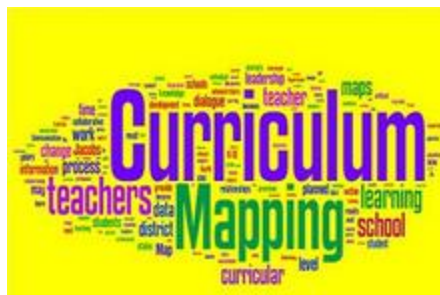
- **P7 Transition**

In addition to our 'timetable experience days' - the PE team offered a variety of transition opportunities in May. Below is an overview of the events and the impact on our new S1 pupils:

P7 transition swimming - reducing anxiety around coming to high school, water confidence, getting to know the PE teachers, highlighted to PE which catchment schools need more input in P7 from us around swimming ability and also PEF support for swimming costumes/towels etc. Having evaluated with Clare and Evelyn, the PE team are looking to put more dates on for Bankton and Dedridge next year and also supply the pupils with costumes and/or towels;

P7 Sports Transition - getting know/see our wonderful facilities and feel comfortable moving around the department (many of them commented on our facilities), working with the full department so understanding how many staff and our standards for behaviour and also that we make PE fun for them, getting to move round in their tutor group for the first time so making new friends and alleviating worries whilst having the support of their primary teacher there as well.





A Spotlight on i-Journey

icontribute S2 - icontribute brings the Es and Os from Modern Studies into focus with an investigation into social issues which impact our local community. All S2 pupils then choose a social issue and a charity which looks to positively address it. The focus on a social issue and charity is supported by YPI. The winning teams from each class then compete in the final which happened in our school on 31 May and can be transformational for our pupils, local community and charities. Read more about the positive impact below.

Michael Bell - icontribute lead commentary on the 2021-2022 programme: *'I would just like to share some of the success from yesterday's YPI presentations. Our winning group of S2s, Alix Lamie, Finlay*

Struthers, Ross Neil and Kayla Hornby brilliantly represented the School Bank and presented them with the winning check of £3,000. In their own words this is what the school bank will be providing with the money: The School Bank will use the £3,000 to buy more school clothes and arrange more drop off points; With the £3,000 they could buy 250 pencil packs, 350 casual clothes, along with food vouchers; The £3,000 will be used within the Charity when they are running low on supplies and then the supplies will be sent out to the families in need. This was a phenomenal success for a charity that provides clothing and school supplies for pupils from disadvantaged backgrounds but was not the only story of success in yesterday's presentations.

Ellie Robertson was so inspired by the work done by Team Jak that she donated her hair to make wigs for children suffering from cancer, pictures attached. In addition Emma Bisset and Amelie McOwat took part in sponsored sleep outs to raise funds for the Social Bite.

This year's pupils gave the best presentations we have seen so far and the pupils have really had a positive impact on their community.

iamskilled S3 - see DYW section above

idiscover S1 - in our December edition we focussed on the changing rationale and overview of idiscover in S1 - our new clear focus on sustainability:

This year S1 have been working through activities around the climate emergency and being an engineer in iDiscover. Activities have promoted skills around resilience, team work and creativity to give the pupils understanding of what an Engineer does and enabling a grounding for our newly established Engineering pathway in S3 and senior phase. The course was enjoyed by staff and pupils and culminated in a House of the Future project jointly planned by teachers and industrial partners. - see one of our successful pupil groups <https://www.dailyrecord.co.uk/news/local-news/two-west-lothian-schools-recognised-27283661>

Duke of Edinburgh & Wider Outdoor Learning



Outdoor Learning Snippets

National Navigation Award

13 S3 students achieved their Bronze National Navigation Award which they prepared for during 10 choose classes and were assessed during a half-day walk in the Pentland Hills. Most had little previous experience of navigating on paths using a compass and map. They were also awarded 2 UCAS points.

The Duke of Edinburgh Award

The expeditions, lunch-time classes and Award completion rates were, like everything else, set back by Covid but staff and students have worked hard to catch these up and rebuild the programme.

Bronze

17 S3 students completed their Bronze Expedition sections with a Practice expedition in East Lothian and a Qualifying Expedition in the Pentland Hills. Thank you to Daniel Southam for Organising these groups and trips.

23 students have completed their Bronze Awards this school year.

Silver

14 students completed their Silver Expedition sections with Qualifying Expeditions in the Borders and Perthshire. 6 other students will complete their Silver Expedition sections in August. Thank you to Kateri Wilson for organising the students through the year and to Amanda Ruffles for organising the expeditions.

Overall

Participants from JYHS dedicated 234 hours to volunteering between April 2021 and March 2022, with a social value of £1081.



Linking with our Parents - Virtually



We have now run a variety of parental information sessions from August - December. There has been some very positive feedback from parents as to the impact of each event; including our final consultation of parents, carers and our teaching team.

- Of the 300 parents and carers who responded - 44% preferred a virtual option for 2022-2023 as opposed to 35% who preferred face to face

- 53% of the 45 teachers who responded preferred a virtual option for 2022-2023 as opposed to 33% who preferred face to face.

For 2022-2023 we will go with the majority and operate a virtual model with a view to re-evaluate for 2023-2024.



Health and Wellbeing Snapshot





JYHS Journey to LGBT Silver Charter Award



Staff have undertaken LGBT Youth Scotland Training, as well as there being activities throughout the year to support inclusive education. Over 50 young people and many staff participated in many inclusive activities on 15th June - consulting on school policies, West Lothian Pride visited to consult

on event, priorities set for session 2022-23 for Equalities and LGBTQ+ JYHS Groups and celebrating diversity.



**Supporting Parents to keep Young People Safe
Parental Controls Guide - SNAPCHAT**





Information Shared with Parents

[Click here to download a parental control guide to SNAPCHAT.](#) The guide supports parents to understand SNAPCHAT and what measures can be taken to help your young person manage who can see their content and how they interact with others. It also show how to use the reporting function to flag content that breaks guidelines and upsets them.

This is just one example of what is shared with parents. Information is regularly shared throughout the session.

Families and Young People Advice Service - Financial Support Shared with Families



This service supports families on a low income and have children at our school who may be entitled to financial support. Over 50 JYHS Families have contacted Caroline Hall, who is our school link to access support. Feedback is really positive and families are appreciative of this service.

Mentors in Violence Prevention (MVP) Training



Our S5 and S6 were trained as peer educators to deliver MVP in the school over the induction days. Mentors in Violence Prevention (MVP) is Scotland's largest anti-violence schools programme operating in 25 local authority areas from Shetland to the Scottish borders.

MVP aims to empower students to safely speak out against all forms of violence from rape and sexual harassment to bullying and abusive behaviour. The programme was first developed in America where it has become one of the country's longest running and most influential violence prevention initiatives operating in high schools, colleges and within the military

Based on the 'bystander' approach MVP motivates everyone to get involved in safely challenging abuse. The programme sees students as a school's greatest resource in achieving this and trains senior pupils to act as peer mentors who then deliver sessions to younger students in the school.

Evidence of the impact of MVP in schools has been gathered through staff feedback, attitude questionnaires and focus groups. MVP schools say pupils often feel more comfortable reporting safety concerns, pupils who have undergone training are also more likely to safely intervene in situations. Improved pupil confidence and leadership skills are also reported.

More information on the MVP programme can be found here

<https://education.gov.scot/improvement/practice-exemplars/mentors-for-violence-prevention-mvp-an-overview/>

JYHS senior students will be involved in leading sessions for our S1-3 students during PSE time in session 2022-23. This is an excellent leadership opportunity for our seniors and many have shared they felt the training is relevant to current issues and this allows sensitive topics to be addressed in a safe and supportive environment.

Counselling - SMILE



Daniela, school counsellor, has met with over 30 young people on a 1-1 basis in school since she started in March. As well as this, Daniela has supported drop-ins and works closely with the Pupil Support Team to coordinate interventions as appropriate.

i-Thrive



i-Thrive is a space where our young people can access well-being support. There is always a listening ear available, and our young people can participate in activities to improve their mood, their attitude to learning and their engagement with education. Our young people can also participate in life skills activities and receive support to plan their next steps. This year in i-Thrive, we have supported many students who had previously completely disengaged with their learning and are now able to attend mainstream classes and achieve National Qualifications.

JYHS Mental Health and Wellbeing Strategy



A mental health and wellbeing strategy will be launched at the start of next session following consultation with pupils, parents/carers and partners.

Firefly Arts Drama Workshops



A group of our S1-S2 pupils, who suffer from anxiety, low self-esteem or confidence, took part in three afternoon workshops when local theatre company Firefly Arts came into school. Although quite shy and apprehensive to begin with the pupils all joined in fully with the activities and impressed the workshop leaders with their acting skills.

Health and Wellbeing ROA CSI



Prior to the Easter break we have undertaken a positive HWB CSI which highlighted strengths across the school including positive relationships between staff and pupils and a positive ethos in classrooms.

Getting back to normal? Partners and speakers.

2021-22 has seen us start to emerge from the COVID pandemic and see some of the impacts on our children and young people and that means that we are welcoming partners and speakers back into school to support our young people. Over the last few months this has included Edinburgh Rape Crisis Centre CLD delivering lessons to PSE classes on online consent and stress management. Staff from the Inclusion and Support Service, the Literacy Base and The Larder supporting young people with both their wellbeing and learning in and out of classes.

Over 2 weeks RUTs have worked with 10 of our S3/4 pupils to gain a qualification learning how to maintain and fix bikes. LEAPS have spoken to S6 pupil about widening access to higher education and a careers advisor from the RAF spoke to group of pupils who are interested in a career with them.